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ABSTRACT

Beginning in February 1994, twelfth-grade students who have passed the Ohio Ninth-grade Proficiency Tests in all areas will take the Twelfth-grade Proficiency Tests in writing, reading, mathematics, and citizenship. This fact sheet describes the Twelfth-grade Proficiency Test in citizenship. The test is designed to measure a twelfth-grade level of citizenship knowledge as defined by 20 learning outcomes developed by Ohio educators and adopted by the State Board of Education in 1988. The citizenship test has 50 multiple-choice questions, which are grouped into a reading selection and a graphic selection, each followed by questions; and questions that can be answered without reference to a passage or graphic. The 20 learning outcomes reflect proficiencies students should have as a result of their high school work, and are grouped into the following areas: (1) the U.S. Constitution; (2) the political process; (3) civic responsibility; (4) economics; (5) geography; (6) comparative societies; and (7) critical analysis. The content covered by each of these categories is outlined in the fact sheet. Students will have a maximum of 2.5 hours to complete the test, but most are expected to finish in 75 minutes. (SLD)

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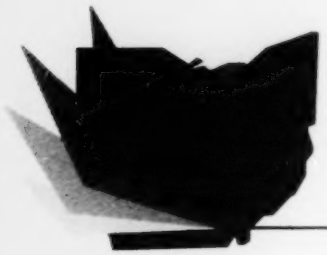

Ohio Proficiency Tests for Grade 12

Writing • Reading • Mathematics • Citizenship

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ED 403 281

Fact Sheets

Twelfth-grade Citizenship

What are the Twelfth-grade Proficiency Tests?

Beginning in February 1994, twelfth-grade students who have passed the Ninth-grade Proficiency Tests in all areas will take the Twelfth-grade Proficiency Tests in writing, reading, mathematics, and citizenship. The twelfth-grade tests will be administered once annually in February; there will be a make-up period after the regular administration for any students missing the regular administration.

The purpose of the Twelfth-grade Proficiency Test in Citizenship is to measure a twelfth-grade level of literacy as defined by the twenty learning outcomes. A committee of Ohio teachers and citizens went through a consensus-building process to develop these learning outcomes, which were adopted by the State Board of Education in 1988.

What can students expect on the Twelfth-grade Proficiency Test in Citizenship?

The citizenship test has 50 multiple-choice questions. These questions can be grouped into three types:

1) a reading selection (passage) of approximately 300 to 500 words followed by a series of related questions;

2) a graphic selection (table, chart, figure, graph, or map) followed by a series of related questions; and

3) questions that can be answered without referring to a passage or graphic.

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The questions related to a passage or graphic may ask students to draw on information explicitly discussed in the passage or presented in the graphic, meanings implicit in the passage or graphic, or pertinent facts that should be part of the student's background knowledge. The items will ask students to draw conclusions or require them to make generalizations from a principle discussed or implied in the passage or graphic.

The test items will be distributed over the areas as is shown in the table below.

Learning Outcomes	Areas	Number of Questions
1 - 4	US Constitution *	8 - 12
5 - 8	The Political Process *	8 - 12
9 - 11	Civic Responsibility *	6 - 10
12 - 13	Economics *	3 - 8
14 - 15	Geography **	3 - 6
16 - 19	Comparative Societies *	6 - 10
20	Critical Analysis **	3 - 5
	Total	50

* On every test form, **one** of these areas will contain a set of three to seven questions based on a reading passage or graphic selection. The remaining questions in these areas will consist of questions that can be answered without reference to a reading passage or graphic selection.

** Questions in these two areas will always be based on graphic selections or reading passages.

What are the twelfth-grade learning outcomes and what do they mean to students?

The twelfth-grade learning outcomes for citizenship reflect the proficiencies students should acquire as a result of their course work in high school.

These outcomes, items 1 through 20 shown in bold type below, are grouped into the following areas: 1) US Constitution, 2) The Political Process, 3) Civic Responsibility, 4) Economics, 5) Geography, 6) Comparative Societies, and 7) Critical Analysis.

AREA 1 - US CONSTITUTION

There are four learning outcomes in Area 1 that deal with the establishment, evolution, and interpretation of the Constitution. Questions cover historical perspectives, constitutional responsibility, political institutions, citizens' rights, and limits on governmental authority.

1. **Understand the rationale, consequences, and applications of the Constitution, including the Bill of Rights and other amendments, as the supreme law of the land.**

   The Constitution is a contract that establishes powers and responsibilities of government and specifically defines some of the rights and duties of individual citizens. It indicates that government derives its power from the people and acts with their consent. The Constitution also limits the power of the government by specifying certain powers and establishing the principles of constitutional supremacy, rule of law, and federalism. As the needs of the people have changed, the applications of the Constitution have changed through the amendment process, judicial interpretation, federal laws, and presidential actions. Students will be expected to examine situations in relationship to Article VI, Section 2 of the Constitution (specifically, why the supremacy clause was included and what has been its meaning throughout the nation's history).

2. **Distinguish the constitutional relationship among the several levels of government regarding reserved powers, delegated powers, concurrent powers, elastic clause, and powers denied the government.**

   Some powers are granted solely to the national government in the Constitution and are generally referred to as delegated powers. These are of two types: enumerated powers, which are expressly stated in the Constitution, and implied powers, which are indirectly

expressed in Article I, Section 8, Clause 18 (the elastic clause) where it states the "Congress shall have power . . . to make all laws which shall be necessary and proper to carry into execution the foregoing powers and all other powers vested by this Constitution in the Government of the United States, or in any department or office thereof." The 10th Amendment stipulates reserved powers belonging to the states. These include the powers to regulate trade within the state, establish local governments, conduct elections, and determine voter qualifications. Finally, there are concurrent powers that both the national and state governments have the right to exercise such as the power to tax.

The Constitution also identifies powers that are denied to the federal government. One power that the federal government may not exercise is the power to tax exports. There are also powers that are denied to the states. For example, states may not coin money or enter into treaties with foreign nations. Some powers are denied to both federal and state governments. These include the powers to pass bills of attainder and to pass *ex post facto* laws. In addition, the first eight amendments list civil rights which may not be violated by the federal government, nor, through judicial interpretation, by state governments.

Students should be prepared to analyze given situations to determine the applicable group of powers and the level of government involved.

3. **Understand and apply the principles of separation of powers and checks and balances.**

The constitutional principle of separation of powers distributes power among the three branches — executive, legislative, and judicial. Each branch performs certain functions that are important for the effective operation of government. The constitutional principle of checks and balances also sets up a system by which each branch has the power to monitor the other two. The student should be able to distinguish between the powers held by each branch of the government and determine when particular checks and balances are appropriate.

4. **Identify significant features of the 14th Amendment (due process and equal protection of the laws).**

One of the significant features of the 14th Amendment is its provision for due process of law. Students should be aware of procedural due process and substantive due process.

It is also important to note that the Supreme Court has interpreted the due process clause of the 14th Amendment so that state governments must respect many of the guarantees contained in the Bill of Rights. Students should be familiar with historical applications of the due process clause.

Although originally written to protect the rights of former slaves, the equal protection clause of the 14th Amendment is now held to apply to discrimination practiced against all citizens. Neither the national nor state government is permitted to enact laws or enforce policies which unreasonably classify individuals or groups. The government is permitted to discriminate only if the policy is designed to protect the safety and promote the general welfare of the public (e.g., Child Labor Laws, American Disabilities Act).

AREA 2 - THE POLITICAL PROCESS

The political process of a democracy is affected not only by laws and political leaders, but, most importantly, by the active participation of the people. Items that address the four learning outcomes in Area 2 may deal both with legally required aspects of the political process (for example, voting qualifications and constitutional requirements for holding office); or institutions or groups which influence that process (for example, political parties or interest groups).

Questions that address the four learning outcomes in Area 2 may deal both with legally mandated aspects of the political process and extralegal institutions or groups (e.g., political parties and interest groups). Questions may deal with the legislative process (e.g., introduction of bills, committee system); citizen action (recall, referendum, and initiative); the "nuts and bolts" of politics (e.g., conventions, nominations, raising funds); and knowledge specific to Ohio voting qualifications (e.g., election laws).

5. Understand that lawmaking is influenced through formal and informal processes (recall, referendum, initiative, legislative committees, lobbying).

Recall is a process that allows voters to remove an elected official from state or local office before her or his term has expired. Referendum is a method by which voters can reject or approve legislation passed by their local or state government. Initiative is a procedure that allows groups or individuals to propose new laws through petition. Legislative committees are groups created by legislatures to handle the workload.

Committees consider all legislation before it comes to the floor of the legislature. Based upon a committee's decision, a bill can be sped along, delayed, or withheld from floor action. Lobbying is one example of the political process designed to influence governmental officials charged with making or carrying out public policies. This outcome involves more than the step-by-step legislative process; its focus is on the forces which impact upon that process and how lawmaking is responsive to those forces.

6. **Understand the roles of political parties in a democratic process.**

Political parties provide a basis for citizen participation in the government and for educating voters about candidates and issues and providing information to the public as part of the election process. Other activities of political parties include raising funds for political purposes; developing party platforms at national conventions; selecting national, state, and local candidates to run for office; providing balance and stability in government by monitoring the party in power; and providing leadership in government.

7. **Describe the ways officials can be elected, appointed, or removed from office.**

Officials may be elected if they meet minimum qualifications as specified in the Constitution, or they may be nominated by executive authority and confirmed by legislative authority. Officials may be defeated in elections, they may resign, or they may be impeached and convicted. In special circumstances, officers may be recalled or expelled.

8. **Know the purposes of and qualifications for voting in Ohio's primary and general elections.**

It is understood that voting is both a privilege and a responsibility of US citizens. To vote in the state of Ohio, a person must be a citizen of the United States, be at least eighteen years of age on the day of the election, have been a resident of the state of Ohio for at least 30 days before the election, and have been registered with the Board of Elections at least 30 days before the election. The right to vote is somewhat different from other rights, such as freedom of speech and freedom of religion. Those rights are civil rights protected by the Constitution. Voting is a political right that is protected by the Constitution, but the qualifications for voting are established by the states.

AREA 3 - CIVIC RESPONSIBILITY

Questions in Area 3 address the diversity of American life. These questions recognize the varying experiences which make up the American society. In addition, some of these questions will ask about the ways in which all Americans have sought access to political power on all levels. At the same time, other questions will address issues regarding the duties, rights, privileges, and responsibilities that are the foundations of citizenship.

9. **Identify factors which have contributed to America's cultural pluralism, including historical, racial, ethnic, religious, and linguistic backgrounds of this nation's people.**

Cultural pluralism is one of the fundamental aspects of American history because it recognizes that every American is a member of an ethnic group. Cultural pluralism is the result of each person's special heritage, which includes historical, racial, ethnic, religious, and linguistic backgrounds. A recognition of cultural pluralism acknowledges this difference as a special quality of American society. Americans value fundamental concepts of freedom and justice and they believe that each person is entitled to economic and political opportunity. Cultural pluralism encompasses both unity and diversity.

Students should pay attention to factors that have prompted groups of people to come to the United States. In addition, students should note those factors that have deterred people from coming to this nation. The contributions of various groups to the social, political, and economical development of the United States should also be examined.

10. **Understand that the evolution of democratic principles (e.g., civil rights, widening franchise) can occur through civil disobedience.**

Civil disobedience is a resistance to government policies or a failure to comply with laws believed to be unjust or discriminatory. Narrowly defined, the concept means refusing to obey the dictates of government and is usually associated with passive resistance. More broadly, it includes active resistance, such as defying laws with the intent of changing them.

American history provides many examples of large-scale civil disobedience. Some well known examples include the Boston Tea Party, the Quakers refusing to pay taxes, Thoreau and Emerson refusing to support laws condoning slavery, Susan B. Anthony voting in the presidential election of 1872, and the Montgomery Bus Boycott lead by Dr. Martin Luther King.

The student should be aware of what civil disobedience is, know how it can prompt change, and be able to analyze instances of its exercise.

11. Identify the legal responsibilities of citizenship.

Some, but not all, legal responsibilities of citizenship include obeying laws, paying taxes, serving as a witness, and serving on a jury. The student should understand the duties, rights, privileges, and responsibilities associated with responsible citizenship.

AREA 4 - ECONOMICS

Questions in Area 4 address the idea of global economies and how they affect the lives of the people of the world. Questions may cover both the economic system of the United States and those of the other areas of the world. The summaries of these economic systems are intended to serve as examples. Each economy will contain dominant points but may also show characteristics of other types.

12. Understand principles of traditional, market, and command economies (as applied in nations of the world).

In traditional economies, change and growth proceed very slowly. People usually make their living as their parents did before them, and most goods are produced and consumed locally. Traditional economies are most commonly found in nonindustrial societies in which agriculture is usually the predominant economic activity.

In a market economy, the interaction between the amount of a product or service available for sale (supply) and the amount of that product or service that consumers want to buy (demand) has a strong influence on the price of the product or service. In general, if there is more supply than demand, the price will fall. If there is more demand than supply, the price will rise.

The economies of western Europe and the United States are generally regarded as market economies, although some attributes of both traditional and command may be distinguished. In market economies, economic decisions are usually the result of the accumulation of decisions made by individual buyers and sellers in the marketplace.

In command economies, the major decisions concerning the allocation of resources are made by government agencies. In different ways, both the Soviet Union and Nazi Germany were command economies.

13. **Understand the following economic concepts:**

- **Individuals and households exchange their resources for the income they need to buy goods and services.**
- **Individuals and business firms use resources to produce goods and services and generate income.**
- **Markets allocate goods and services.**
- **Competition affects markets.**
- **Local, state, and national governments play important roles in a market economy.**

In the United States, economic decisions are made through the buying and selling of goods and services in markets. The interaction between business firms and households in markets determines the answers to the basic questions of economics: What to produce? How to produce? For whom to produce? The expectation of profit provides the incentive to produce the goods and services desired by the consumer.

The local, state, and national governments all play important roles in the United States economy. Governments purchase goods and services and employ resources in order to provide services to citizens. The government also affects the economy through regulation. The purpose of regulation is to provide social goals such as environmental protection, safety in the workplace, protection of health, and equal opportunity. Governments receive most of their revenues from taxes.

Businesses use land (natural resources), labor, capital (tools and machines), and entrepreneurship (ideas and management) to produce goods and services sold in the marketplace. Competition among producers of similar products or services promotes the efficient use of resources, high quality, and low prices. Individual household members exchange their physical or mental labor for income which is used to purchase goods and services.

AREA 5 - GEOGRAPHY

Questions in Area 5 require the simple identification of physical and political geographic locations and the ability to draw conclusions using graphic materials. The graphic material will be clear, easily readable, and not overburdened with extraneous information. These questions will demand the ability to interpret accessible information and will make reference to significant geographic features.

14. Read maps, charts, or graphs to draw conclusions regarding natural resources and topography of the US and the world.

Questions will begin with a map, chart, or graph that deals with either natural resources or topography. Maps will have a direction finder. The area of focus will be either the United States or the world. Questions will require the student to draw a conclusion, not just identify information.

15. Locate major bodies of water, continents, and significant places in the United States, and important regions and countries of the world.

Certain places in the United States are significant because of geographical considerations (e.g., Alaska, Hawaii, New York City, California), economic considerations (e.g., California, Atlanta, New York City, Chicago, Texas), and historical considerations (e.g., Philadelphia, Boston, San Francisco, New York City).

Except for significant places in the United States, the student is expected to be able to identify significant places on a world map or perhaps a portion of a world map highlighting the areas under discussion. Significant places in the United States will be identified on a map of the United States. The map may not present the world from an equatorial projection (i.e., a polar projection), and the map may not be Atlantic Ocean centered or North America centered (i.e., the focus may be from any point on the globe).

The following listings are only examples of important geographic locations and not to be taken as an exclusive list. For example, students should be able to locate the following:

1) *major bodies of water* - Atlantic, Pacific, Indian, and Arctic oceans; Mediterranean, Caribbean, and Arabian seas; Great Lakes; Amazon, Mississippi, Nile, and Rhine rivers;

2) *continents* - North and South America, Eurasia (Europe and Asia), Africa, Australia, and Antarctica;

3) *US states and cities* - Alaska, California, Hawaii, Texas, Atlanta, Boston, Chicago, New York City, Philadelphia, and San Francisco;

4) *global regions* - Latin America, Middle East, nations belonging to the European Economic Community (Common Market), Sub-saharan Africa, and Southeast Asia; and

5) *countries* - Canada, Mexico, Great Britain, France, Germany, former Soviet Union, India, China, and Japan.

AREA 6 - COMPARATIVE SOCIETIES

Recognizing the interaction within the global society, questions in this area address the intended or unintended international consequences of one society's actions. These items specifically call for questions dealing with international politics and economic and geographic factors. Many of these questions will be of a comparative nature.

16. Compare and contrast the US representative democracy with other types of governments around the world.

Democracy is a governmental system in which the people hold the power to govern. In a direct democracy, the people rule directly through meetings that all may attend. In a representative democracy, which may be parliamentary or presidential in form, the people rule through elected representatives.

Dictatorship is a governmental system headed by one person or a small group of persons holding total power with little responsibility to the people. Power is either acquired by force or through an election in which the people have no choice.

Monarchy is a governmental system headed by a single leader (e.g., king or queen) whose title is usually hereditary. In an absolute monarchy, the monarch is free to rule as he or she sees fit. In a constitutional monarchy, the monarch's powers are limited by a written agreement with the people.

17. **Recognize that local and national issues can be related to those confronting the global society.**

Concern for the environment, the unequal distribution of wealth, racial conflict, threats to health (e.g., AIDS), and confusion over the effects of technological change are issues of American national concern as well as issues of global concern. Students will be asked to recognize relationships between local, national, and global concerns.

18. **Recognize that a nation's foreign policy may have a worldwide impact.**

As a result of the growing interdependence of the world's nations, the decisions and actions of the United States affect other countries, and the decisions and actions of other countries affect the United States. Students should be able to examine a situation and draw conclusions about the effects of global interactions.

19. **Understand that geographic locations affect the political and economic systems of the world.**

Geographic location is one of the issues with which political and economic systems must deal. For example, geographic location has impact upon the decisions of production and distribution. Another issue with which political and economic systems must contend is the management of the natural and cultural environment. Students should reflect upon the constraints and opportunities that geographic locations provide for those who make political and economic decisions.

AREA 7 - CRITICAL ANALYSIS

Outcomes 1 through 19 specify knowledge in particular *content areas* and have been grouped on the basis of those contents. Outcome 20 specifies a *cognitive process*, and therefore demands a classification that exists in addition to the content classifications of the other 19 outcomes. Outcome 20 specifically requires a body of information for analysis.

20. Demonstrate the ability to use information that enables citizens to make informed choices.

- **Analyze sources to obtain information.**
- **Compare and contrast points of agreement and disagreement among sources.**
- **Evaluate the reliability of available information.**
- **Identify and weigh alternative viewpoints.**

Students are required to demonstrate an ability to recognize relevant information, identify evidence, and distinguish between "facts" (an event or condition for which objective evidence exists) and value judgments (personal viewpoints which cannot be objectively tested). Students are also required to demonstrate an ability to distinguish points of agreement and disagreement among sources.

Further, students are required to demonstrate an ability to determine the credibility of a source. This will include checking the qualifications of the writer, the reputation of the writer, the methods used by the writer to prepare the information, and whether the information agrees with other credible sources.

Finally, students are required to demonstrate an ability to identify an argument and then determine its strength. In determining an argument's strength, students should be able to detect bias, identify unstated assumptions, recognize points of view, and recognize stereotypes. They should be able to evaluate the accuracy and consistency of the reasons cited by the writer.

What else should students know about this test?

- The order of question presentation on all test forms will be as follows: a passage-based question set followed by one half of the independent questions; a set of questions based on some graphic material, such as a map or a graph, followed by the remaining independent items; and finally, another passage-based question set.
- Each item will contain a question or statement, one correct answer, and three incorrect choices.
- Students will not be permitted to use reference materials or tools other than writing instruments on this test.

- Charts, maps, and other materials in the classroom that could assist students with test items will be covered or removed during the test.

- Students will have a maximum of two and one-half hours to finish the test. Most will be able to complete it within seventy-five minutes.

- To familiarize students with the types of questions found on this test, a practice test will be available after late spring 1993.

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